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ABSTRACT

This publication contains sample instructional units that were developed by staff members of the Bexley, Ohio City School District at an international education institute. The 33 units began with the regular curriculum of the district, and sought to integrate aspects of international education in such a way as to enhance the learning experience. The units are arranged roughly by grade level. Examples of the units are: "Contributions to Space Technology from Around the World" (Grade 3); "Stress and Emotions" (Grade 4); "Symbolism: Design through Ukrainian Pysanky Eggs" (Grade 5); and "Three Mile Island and Chernobyl: Asking the Right Questions" (Grade 9-12). Each unit identifies the instructional component, related curriculum areas, objective/critical attributes, the grade level, time allotment, materials, procedures, and evaluation/student response. Some units also include trade book resources. (DB)

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The World In Bexley . . .

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Introduction

This publication contains sample instructional units which were developed during a one week International Education Summer Institute June 17-21, 1991. The institute was funded by the Bexley Education Fund as an initial staff development activity.

These units began with the regular curriculum of the district, and have sought to integrate aspects of international education in such a way as to enhance the learning experience. The units are arranged roughly by grade level. Applicable subject areas are noted. Each unit begins by indicating the knowledge, attitudes and skills which are being addressed.

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FRIENDS AROUND THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Issues:	Open-mindedness	Cooperation
Peace and Security	Diversity	
Social		

RELATED CURRICULUM AREA(S): Self-concept; Social Skills; Literature; Social Studies, Math

OBJECTIVE/CRITICAL ATTRIBUTES: Cooperation by all players to include all their friends in the circle and to identify feelings related to inclusion

GRADE LEVEL: 1 **TIME:** 20-25 minutes; 2 sessions to play games for 25 minutes each time
Follow-up: 15 minutes

MATERIALS: A game, **Friends Around the World,** by World Peace, 1989; designed by Joan Walsh Anglund (910 in District Resource Center)

PROCEDURES: Follow rules to play the game. Game object: to help all friends enter the circle before Blob (who symbolizes a friendship impeder) gets into the circle.

After playing, facilitate children's discussion about what they felt as they helped each other enter the circle? How did they feel if the Blob entered the circle before all of their friends entered the circle? (Game is over if Blob gets to the circle before all of the friends get to the circle.) Teacher lists the feeling words as they are spoken.

Classify the feeling words--e.g., good and bad feelings. Teacher could circle good feeling words and rectangle the bad feeling words.

Another version of the game with cards encourages children to make decisions about moving in the game by deciding whether he/she will move at the expense of the group. Number 2 and 3 above can be done with this version.

EVALUATION/STUDENT RESPONSE: Do the children understand that cooperation among the group benefits/facilitates the group outcome?

Can the children express good and bad feelings related to inclusion?

WATERS OF THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Systems: Ecological	Perspecitve	Identifying Similarities/ Differences Inferences

RELATED CURRICULUM AREA(S): Science, Math, Social Studies, Health, Literature, Music, Art, Writing, Reading

OBJECTIVE/CRITICAL ATTRIBUTES: To become aware of water as a vital and unifying factor in the world; to show that the surface of the Earth is covered with more water than land; become aware of some of the many bodies of water in the world; to be able to state several uses of water

GRADE LEVEL: 1 **TIME:** All year

MATERIALS: Globe, world maps (wall), smaller world map; Unifix cubes (brown/blue), pictures, chart paper, magazines, newspaper, glue, mural paper

PROCEDURES: Look at the globe and the world map, ask the students to identify parts of the Earth's surface covered with water and the parts which are land

Estimate which part is greater

Cover the water surface of the map with blue Unifix cubes and the land surfaces with brown

Have the students then remove the Unifix cubes and make "trains" of each color and then count them by tens in order to compare the numbers (the water covers 3/4 of the world. Students who are able to understand fractions might see if the Unifix cube totals represent nearly the same ratio)

List the names of types of bodies of water, lake, ocean, stream, etc. Add to it through the year

Find examples of each on maps

Begin a list of all the bodies of water which the students visit during the year. Be sure they write each in their journals

Collect pamphlets and pictures from travel and newspapers and magazines. Post and identify these

Later, differentiate between salt and fresh water. Relate to list of bodies of water

Tally the bodies of water which are visited frequently

Begin a collage of pictures (drawn or cut out) of water being used. Add to this over a period of time

Classify the above uses into categories: drinking and cooking, cleanliness, pleasure and beauty, transportation, agriculture and plants, power, animal life, and ritual

These pictures should include activity from around the world and each category could be investigated and could involve hands-on activities

Skills used: sorting, classifying, measuring, listing, identifying reading

EVALUATION/STUDENT RESPONSE:

Teacher Observation

Appreciation of water as a resource

TRADE BOOK RESOURCES:

Author	Titles
Barrett	Windsurfing
Berger	Whales
Brandt	What Makes It Rain?
Branley	Rain and Hail
Burningham	Mr. Grumpy's Outing; Come Away from the Water, Shirley; Get Out of the Bathtub
Carrick	Lost in the Storm
Carlstrom	Better Not Get Wet, Jessie Bear
Caudill	Up and Down the River
Cooney	Umbrella Day

TRADE BOOK RESOURCES:

Author	Titles
Costa de Beauregard	The Blue Planet
Cowcher	Rain Forest
DePaola	Cloud Book
Dewey	At the Edge of the Pond
Flack	Story of Ping, It Looked Like Spilled Milk
Floyan	Winter Day
Fradin	Blizzards and Winter Weather
George	Beaver at Large Pond
Gibbons	Boat Book
Graham	Bathtime for John
Granfield	All About Niagara Falls
Greene	Rain, Rain
Hader	Big Snow; Whale Came to My Town
Hardema	Bringing the Rain to Kapitai Plain
Hart	Boy Who Held Book of the Sea
Heinrichs	The Atlantic Ocean
Holling	Paddle-to-the-Sea; Trip of the Drip
Hughes	Bathwater's Hot
Hymen	St. George
Johnston	Whale Song
Kalan	Blue Sea; Rain
Kalman	Artic Whales and Whaling
Keats	Snowy Day
Kohn	Beachcomber's Book
Lepthien	American Bald Eagle
Levinson	I Go With My Family to Grandmas
Lewis	Where Do All the Birds Go?
Lionni	Swimmy
Locker	Where the River Begins
Mastro	Big City Port
Matland	Age of Steam
Maury	The Atmosphere
Mazer	After the Rain
McCloskey	Time of Wonder; Ducklings; One Morning in Maine; Dinosaur Bob; Burt Dow
Milne	Waiting at the Window
Mosel	Tikki, Tikki, Tembo; The Little Island; Myth-water
Nicholls	Beginning Hydroponics
Oxenbury	Beach Day
Palmer	Blue Whales
Patent	Whales, Giants in the Deep; All About Whales
Pettigrew	Weather

TRADE BOOK RESOURCES:

Author	Titles
Robbins	Beach Days
Rockwell	Boats
Rogers	Rain and Shine; Tub People
Rogosky	Water of Life
Ryden	Beaver
Scheer	Rain Makes Applesauce
Seixas	Water: What It Is, What It Does
Sendak	Where the Wild Things Are
Skulevitz	One Monday Morning; Dawn; Rain, Rain Rivers
Smith	Amphibians in North American
Spier	Book of Jonah; Noah's Ark; Rain; Dreams
Steig	Amos and Boris; Why The Tides Rise and Fall
Stevenson	We Hate Rain
Stone	Antarctica; Artic
Strachan	Whales and Dolphins
Tiled	At the Frog Pond
Tresselt	Rain, Drop, Splash; White Snow, Bright Snow
Tudor	And It was So?
Turkle	Do Not Open; Sky Dog; Magic School Bus; Water Works; Rachel and Obadiah; Obadiah The Bold
Walpole	Water
Webb	Water
Winthrop	Belinda's Hurricane
Wyler	Raindrops and Rainbows
Zion	Harry by the Sea

WEB: WATERS OF THE WORLD

Water and Animals - fish; amphibians, reptiles; insects; birds; mammals (fresh water/ocean); crustaceans; migration

Science -
water and plants (all need water)
algae
sea weed

Weather - clouds; precipitation; storms; acid rain; drought

States of Matter - gas; solid; liquid

Art - water paintings; water architecture (lighthouse, jetty, bridge)

Music - Sea chanties; songs involving water

Social Studies -

Water occupations:
fishing, Marine biology, boating, Navy, Coast Guard
Maps:
symbols, for water
Bodies of Water:
salt or fresh, lake, stream, ocean, river, canal, waterfall, locks
Climates:
desert, wetlands, rain forest, arctic, historic
Specific Names:
Atlantic Ocean, Pacific Ocean, etc.
Water Fun:
swimming, boating, skiing, snorkling, fishing
Land Forms:
continents, peninsula, island, canyon, beach, shore, oases, harbor
Buildings:
lighthouse, bridge, pier, dock
Water Transportation:
ships, river boats, sea planes,canal boats, barges

Health -

Cleanliness:
dishes, clothes, people, solvent, air
Food:
dried foods, cooking
Safety:
fire fighting, swimming, safe to drink

Reading -

Writing:
Stories and poetry related to water, weather, etc.
Literature:
Stories, myths, creation tales, non-fiction, diaries/logs

Math -

Graphing:
Favorite bodies of water
Measurement:
Liquid measures, land vs. water

CONTRIBUTORS TO SPACE TECHNOLOGY FROM AROUND THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global History	Diversity	Information Gathering
		Sequencing

RELATED CURRICULUM AREA(S): Language Arts, Science, Creative Dramatics, Research, Technology

OBJECTIVE/CRITICAL ATTRIBUTES: Children will be able to see the various countries that contributed to our space technology. They will sequence chronologically important events that happened through time and convey their research through creative dramatics and written expression.

GRADE LEVEL: 3 **TIME:** Six days/45 minutes

MATERIALS: Timeline

Names of people from different countries that have influenced discoveries in space: i.e. Galileo, Bache, Copernicus, Neil Armstrong, Sally Ride, Piasue, Christy McCulliff

Encyclopedias, Resource books, sentence strips

PROCEDURES: Day 1 and 2: Preparation of Time-Line List on sentence strips from encyclopedia of people - children choose one - use research skills and sheet (choose name from hat) - can partner with another grade level. Include date of birth and death, country, unique background and tell why famous.

Day 3 and 4: Assume you are that person and write a speech introducing yourself. Tape all sentence strips into a chronological order on the board. Illustrate (portrait) of that person.

Day 5: Rehearse speech - bring in props - plan order for giving speeches - may be placed in a sequential order in a circle to make TIMELINE come to LIFE!

Day 6: Locate the country from which your discovery came on globe or map and discuss after meeting all these people, who they'd like to be and why?

EVALUATION/STUDENT RESPONSE: Match discoveries and discoverer on a sheet - tell or write or act out the person they'd like to be after all speeches have been completed.

TOYS AROUND THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Geography	Awareness	Information Gathering
Global Systems: Technological		Inferences

RELATED CURRICULUM AREA(S): Geography, Social Studies, Self-concept, Comparisons, Math

OBJECTIVE/CRITICAL ATTRIBUTES: To learn placement of countries around the world; How toys might have arrived at their own toy store (transportation).

GRADE LEVEL: 1 **TIME:** Ongoing through the year once a week; 10-15 minutes each session

MATERIALS:
World map
Pins
Paper, crayons, scissors
Paper lined off as a bar graph

PROCEDURES: During "Student of the Week" time, a student shares favorite toy(s) that he/she brought

Student tells from which country the toy comes. Student and the group locate the country on the map and pinpoint it

Student draws major kind(s) of transportation(s) that might have brought their toy to Columbus

Put the kind of transportation in the correct bar column on the graph. Labels on graph: air/land/water columns

EVALUATION/STUDENT RESPONSE: Are the children able to locate the country on the land mass (continent or island)? Do children seem to be able to locate the countries more easily as the year progresses

Are children able to correctly place their kind of transportation on the graph? Can children "read" and count the picture graph

TOYS AROUND THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Geography	Awareness	Information Gathering
Global Systems: Technological		Inferences

RELATED CURRICULUM AREA(S): Math, Science

OBJECTIVE/CRITICAL ATTRIBUTES: The children will discover that toys are made of many different kinds of materials that come from different places

GRADE LEVEL: 1 **TIME:** Ongoing through the year once a week; 10-15 minutes each session

MATERIALS: Graph lines on a paper with column headings: plastic, wood, glass, china, metal

PROCEDURES: Student shares toy(s) that he's brought

Student and class decide from which primary material(s) the toy is made

Student colors in bar on symbol graph next to the correct label - plastic, wood, glass, china, metal, etc.

Discuss where these natural resources are found or where these raw products are manufactured

EVALUATION/STUDENT RESPONSE: Can student identify the material attributes (plastic, wood, glass, china, metal, etc.)

Can student place the square next to the correct label on the symbolic graph

Can student correctly "read" graph

Can student make comparisons on graph

MICE (STUFFED ANIMALS) FROM AROUND THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Geography	Awareness	Information Gathering
Global Systems: Technological		Inferences

RELATED CURRICULUM AREA(S): Language Arts, Math, Social Studies (Map Skills) and Art

OBJECTIVE/CRITICAL ATTRIBUTES: The children will discover that stuffed animals are manufactured in different countries

GRADE LEVEL: K **TIME:** First session: 45 minutes
Second Session: 45 minutes
Third Session: 30 minutes

MATERIALS: Book: **Frederica** by Leo Lion; Stuffed animal mouse, Colored paper for mice for first session
World map for second session
Stuffed animal; mice children bring to school

PROCEDURES: First Session: Book is read to class as students take turns holding the stuffed animal, Frederick. During a follow-up discussion of story, ask students how Frederick, the book character, looks. Then show them how to make a torn-paper mouse. Students make paper mice. Ask if any of them have a stuffed animal mouse at home and if they'd like to share them the next day

Second Session: After those with stuffed animals have briefly shared - "Where do you think your mouse was made?" "How can we find out?" "Is it written on the mouse anywhere?" On the chalkboard, make a tally count of the countries where the mice are made. Put the children's paper mice on the world map near the countries where they were made. "What does this tell us?" (pointing to map) "Which country has the most?" "Why?" (also, mark on the map where we live!)

Third Session: "Do you remember yesterday when you shared your mouse?" "Do you remember the name of your country?" "Can you find the country on the map?" "There's another way we can show how many of the mice are made in each country." Then make a graph on large blocked paper and each student can color in one square for his/her animal. Keep graph up in classroom

EVALUATION/STUDENT RESPONSE: Children will be able to name one country where mice were made. Children will be able to point to their mice on the world map

UNITED NATIONS FLAGS

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Human Values/ Culture	Awareness Diversity	Information Gathering Identify Similarities/ Differences

RELATED CURRICULUM AREA(S): Writing, Map Skills, Research, History, Geography

OBJECTIVE/CRITICAL ATTRIBUTES: To learn about flags of other countries compare to Ohio's flag and compare and contrast facts of other countries to Ohio

GRADE LEVEL: 3 **TIME:** Three days - 45 to 60 minutes

MATERIALS: Chart of United Nations and their flags
World Map
Index cards
Construction paper and other art materials
Resource information books: countries; encyclopedias

PROCEDURES: Day 1: Student selects flag and then locates information to record on index card: name of country religion; language; interesting facts; products

Day 2: Locate country on the map. Make flag out of construction paper to be displayed with report that has been recorded on index cards and stapled to flag. These can be displayed.

Day 3: Compare and contrast these on a chart, through discussion, or by a display.

EVALUATION/STUDENT RESPONSE: Index card and flag product; presentation; what country interests you and why

PEOPLE'S RESPONSE TO FORCES OF NATURE AROUND THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global Systems: Ecological	Perspective Awareness	Information Gathering Inferences Similarities/ Differences

RELATED CURRICULUM AREA(S): History - Ice Age - Science - Land

OBJECTIVE/CRITICAL ATTRIBUTES: To understand the impact forces of nature on land and people throughout the world

GRADE LEVEL: 3 **TIME:** Five days - 40 to 50 minutes

MATERIALS: Graphs
Maps
Newspaper
Maps of the World

PROCEDURES: Thought Rambling: "Things that have caused change in peoples' lives"

Journal Entry: Respond to something that has caused change in your life. Allow for sharing

Brainstorm forces that affect people from nature. Newspaper, current events

Mapping: Show in relation to world map

Use last weeks newspaper and find world wide changes. Cut out highlight, string to country on map

Questioning: Divide into groups and choose one area (i.e., people, animals, land, vegetation) and how they were affected. Group chart and bring back to total group

People Land Vegetation Animals

EVALUATION/STUDENT RESPONSE: Role play (newscast) and video an hypothetical person or animal that is being affected and how - inform community via Open House

The role plays should reflect a variety of situations as well as countries.

CONTRASTING LIFE STYLES: CLOTHING

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Human Values/ Cultures	Perspective Open Mindedness Tolerance for Ambiguity	Identifying Similarities/ Differences Information Gathering Observation

RELATED CURRICULUM AREA(S): Vocabulary Development; Rules and Phrases for Playing Games; Same/Different Concept; Pronouns, Simple Syntax; Following Simple Directions

OBJECTIVE/CRITICAL ATTRIBUTES: Increase and develop a basic understanding and respect for their own cultural lifestyle as well as for people from different (with emphasis on the new local culture) cultural backgrounds

GRADE LEVEL: Primary **TIME:** Four Sessions

MATERIALS:
Friends Around the World Game
Vocabulary cards and charts
Articles of clothing
Books:
- **Hats, Hats, Hats**
- **The Philharmonic Gets Dressed**

Crayons

PROCEDURES: Introduce clothing vocabulary through cards, charts, articles of clothing

Read **"Hats, Hats, Hats**

Give (with demonstration) simple directions to make a paper hat then have students decorate it and share their hat with the class

Review Vocabulary - Introduce **"Friends Around the World"**

- Look at and discuss/identify traditional clothing, color pictures of clothing
- Draw and color traditional clothing of own country and share the drawings (hang up)

- Choose a few and look at pictues of modern clothing
- Draw and color modern clothing of own country and share
- Discuss same/different

Play **"Friends Around the World"**

Review vocabulary (Read **"The Philharmonic Gets Dressed"**)

Students will be able to successfully participate in this game

Clothing/Pronoun Game (pronouns have already been introduced)

- Materials: articles of clothing, paper hats, ESL students's native articles of clothing

- Procedures: Five or six students (American and ESL) sit in circle with articles of clothing in the middle - Identify a certain article of clothing to show whose turn it is (e.g., red shirt); Student One chooses article of clothing and says "This is my ____," then picks the red shirt and hands it to another student and says, "Is this your shirt?" Student Two replies: "No, it is not mine, it is her/his shirt" and hands it to someone else. Then the second student chooses an article and says, "This is my ____." The third student continues the process until all clothes are used.

EVALUATION/STUDENT RESPONSE: Do the students seem to feel more comfortable with articles of clothing from their nation being displayed among classmates articles of clothing

Are students participating in the game

Are the students using possessive pronouns more often with greater accuracy

WE ARE ALL IMMIGRANTS

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global History	Diversity	Information Gathering
	Awareness	Predicting
	Open Mindedness	Inferences
		Cause/Effect
		Evaluation

RELATED CURRICULUM AREA(S): Social Studies, Language Arts, Reading

OBJECTIVE/CRITICAL ATTRIBUTES: Students will understand reasons why people immigrate and develop their own understanding of America as a "melting pot"

GRADE LEVEL: 3 **TIME:** One week/45 minutes per day

MATERIALS:
Chart paper
World Map
Informational books
Handout 34 and 35 (from **Global Primer**, available through the District Resource Center)

PROCEDURES: Share book **Immigrant** by Russel Freedom. Discuss vocabulary in Global Primer (Handout, page 121)

For homework have the children find out where their ancestors came from and bring something in to share that represents that country; i.e., book, poem, song, picture, etc.

Brainstorm possible reasons for leaving the country. List on chart.

Discuss what one would need if you were preparing to leave the country. Again list on chart.

Mapping. Make and locate your ancestors homeland in relationship to the United States.

What are your choices once you arrive in America? Cause and effect

Have the children decide whether they will stay in New York or risk the travel to Ohio for the betterment of the family.

Have the children through writing or small group discussions, provide rationale for leaving or staying in Ohio. See letter on 122-Global Primer.

Enter the Northwest Territory

EVALUATION/STUDENT RESPONSE: Map, Writings, Charts

STRESS AND EMOTIONS

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global History: Human Rights	Awareness Perspective Flexibility Diversity	Information Gathering Brainstorming Logical Thinking vs. Emotional Thinking Cause/Effect

RELATED CURRICULUM AREA(S): Health, Social Studies, Reading, Writing

OBJECTIVE/CRITICAL ATTRIBUTES: Students will describe different emotions and kinds of stress. Students will develop empathy and sensitivity for differences in each other and in people of other cultures. Students will tell how to reduce stress and have a positive attitude

GRADE LEVEL: 4 **TIME:** First two weeks of school

MATERIALS:
- Collection of books from public library-picture and chapter containing characters from countries around the world
- Old magazines
- Paper, Art supplies
- Guidance Counselor
- Community members from different countries
- Health text, Chapter 2

PROCEDURES: This is an ongoing activity during the unit to demonstrate the power that writing has on making someone feel good--build self-esteem and reduces stress

To model activities used all year in Writers' Workshop (interviewing, job-listing, webbing) and to get to know teacher, students' first piece will be a celebration--in any genre, of a classmate they did not know well before. Each student writes three questions for teacher to answer about him/herself.

Students web themselves, choose a partner by lottery, read/study partner's job list and web write questions, ask questions and begin drafting. (Class generates possible genre.) End product is writing and accompanying artwork created to honor a "new" friend

Teacher role-plays a stressful situation. (For example, to reinforce need for friendliness in morning, teacher can walk in the room with very negative body language and facial expressions. Asks students, "How did you feel?" Record responses on chart paper. Discuss why. Generate a category for all of these words. (Emotions)

Read/discuss information in text on stress and emotions (mental, physical, and social causes). Use webs to discuss how people know their strengths and use this as an opportunity to discuss weaknessess

Brainstorm different environments that cause stress and evoke emotions: playground, classroomm, home, etc. and share experiences

Begin read aloud that has a main character from another country. The discussions from this book will serve as a model for students individual projects

Discuss/define stereotypes and prejudice and have guidance counselor facilitate role-play for groups of students, sensitizing them to stress and emotions of people in other cultures

Students will read a picture or chapter book focusing on the stress and emotion that the character has due to cultural differences and the ways this character manages his/her stress. The students will generate questions to consider and ponder before they begin reading. Students will (orally) share

Generate questionnaire for parents: A Time in your Life When You Experienced Prejudice

EVALUATION/STUDENT RESPONSE:

Piece on partner
Oral presentations on book
Teacher observation

PACIFIC REGION - STATES STUDY

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Geography	Perspective	Inferences
Human Values/ Cultures	Awareness	Observation
		Information Gathering
		Analogic Thinking

RELATED CURRICULUM AREA(S): Writing, Social Studies, Reading, Science

OBJECTIVE/CRITICAL ATTRIBUTES: Understand Chinese/VietNam/ Japanese cultural impact upon this region

GRADE LEVEL: 4 **TIME:** Three weeks

MATERIALS: **Our Country Today** science text - Earthquake Haiku example
Dragonwings - Yep, Laurence
The Best Bad Thing - 10 copies - Uchida, Yoshiko
A Jar of Dreams - 10 copies - Uchida, Yoshiko
Reichter Scale Information (Little Brown series)
The Land I Lost - Huynh
Hello, My Name is Scrambled Eggs - Gilson, Jamie

PROCEDURES: As students are conducting a study of this region through their textbook, read **Dragonwings** aloud-- discuss new vocabulary stemming from Chinese culture

Students are divided into two groups. One reading group, read **A Jar of Dreams**, the second read **The Best Bad Thing**

Have students listen to and write their own Haikus

Display Haikus along with some illustration or Japanese art

Students make enlarged relief maps of each state

EVALUATION/STUDENT RESPONSE:

Vocabulary words incorporated into spelling lists

Reading comprehension questions from reading groups

Writing/Grade scale for Haiku

Relief map should include:
A - key
B - accurate land forms
C - state name, state capital
D - etc.

THE WORLD IN OUR CLASSROOM

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global History	Perspecitve	Sequencing
	Diversity	Information Gathering
	Awareness	Observation
	Valuing	Questioning

RELATED CURRICULUM AREA(S): Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES: Increase sensitivity of student's own ethnicity and that of others; discuss how families reflect world cultures

GRADE LEVEL: 4 **TIME:**

MATERIALS: Family photo album
Chart Paper
Grandparents Living Theater (Check **Columbus Monthly**) (take oral histories from elderly) possibly produce in school - role-play Ellis Island

Montrose Library has tape of interview with grandparent

PROCEDURES: Students will share family photo albums -- specifically pictures of ancestors

Discussion of most common reasons for the immigration of their ancestors? and reasons for those immigrating today? How do groups show and celebrate ethnicity? (Interview family member)

Children may dramatize interesting life stories of classmates' families

Timeline on chart paper depicting families immigration dates

Discussion about patterns on timeline

Children interview family and friends for area dates regarding cultural events and celebrations to be put on a class calendar

Children may wish to set up a toy museum showing toys from their culture/country

EVALUATION/STUDENT RESPONSE:

Explaining origin of toy
Oral presentation of family photo album
Completion of interview form
Accuracy of the timeline

IMMIGRANTS - WEST COAST

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global History	Awareness	Information Gathering
	Diversity	Observation
	Perspective	Questioning
	Valuing	

RELATED CURRICULUM AREA(S): Social Studies, Writing, Reading, Health

OBJECTIVE/CRITICAL ATTRIBUTES: To become aware of our nation as a nation of immigrants; to become aware of negative stereotypes affecting various cultural groups; to become aware of immigration to the west coast; to develop an awareness of the geography of the world as related to these immigrants

GRADE LEVEL: 4 **TIME:** Three weeks

MATERIALS:
- Backyard History Book, **Immigrants**, Russel Freedman
- Teacher collection of immigration including picture books
- **People** - Peter Spier
- Community Resources - parents/interviews regarding experiences relating to immigration
- **Anno's Journey** - Anno, Mitsumasa
- **Hello My Name is Scrambled Eggs** - Gilson, Jamie
- **A Jar of Dreams** - Uchida, Yoshiko
- **The Best Bad Thing** - Uchida, Yoshiko
- **Homesick** - Fritz, Jean

PROCEDURES: Children will be given a list of sterotypes generated from research (some old, some recent)

Children will ask parents and/or grandparents for words used to describe an undesirable person (nurd, hood, redneck)

Discussions about immigration and stereotypes are in conjunction with Health chapter discussion

Children will divide into groups of four or five. Each group will be asked to prepare a mini skit depicting a hurtful situation resulting from the use of stereotypes. Suggested scenarios: as an immigrant during early 1900's (Ellis Island); as an Asian refugee; as an Asian immigrant (West Coast); as an immigrant to Bexley; as a Black American (not immigrant by choice)

A discussion will follow discussing how each person felt; why they acted as they did; what would be needed to change or stop these situations from happening; how have the children's feelings at people different from themselves changed

EVALUATION/STUDENT RESPONSE:

Health chapter worksheets and tests critique (with parts) of role-play/skit:

- followed directions (5)
- cooperation of group (5)
- message of negative, hurtful use of stereotypes (10)
- poster demonstrating power of understanding and accepting people of another culture (10)
- Effort
- Skit performed within a ten minute time limit

FOOD WEBS

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Systems: Ecological	Perspective Awareness Persistence	Information Gathering Questioning Identifying Similarities/ Differences

RELATED CURRICULUM AREA(S): Science

OBJECTIVE/CRITICAL ATTRIBUTES: To understand the impact of the environment on the food chain; to locate similar environments and food webs around the world; to include cultural differences as a result of environment and food webs

GRADE LEVEL: 4 **TIME:** Three weeks

MATERIALS:
World maps
World Atlas
Encyclopedias
Science books
Collages of omnivorous, herbivorous, carnivorous
Relief maps/world globes

PROCEDURES:

Students will have previously discussed characteristics of omnivorous, herbivorous, carnivorous

Students will locate regions around the world which are similar (i.e., deserts, oceans, mountains, etc.)

Students will identify 3-5 omnivores, herbivourous, carnivorous within each similar region

Students will connect similar regions around the world by color coded lines

Students will develop a map key identifying these regions

Students will develop food webs for various regions on chart paper

Students will identify parts of these food chains which are consumed by people of the region

Students will discuss differences of cultural foods and connect these differences to the food webs of the regions

EVALUATION/STUDENT RESPONSE:

Students will label similar regions and food chains around the world complete with a key

Students will create food webs on chart paper including humans

Classroom discussion of differences in culture (food) as related to food chains in the region

FOOD CHAINS

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Systems: Ecological	Perspective Awareness Diversity	Information Gathering Brainstorming Identifying Similarities/ Differences

RELATED CURRICULUM AREA(S): Science (herbivore, carnivore, omnivore and how they make up food chains)

OBJECTIVE/CRITICAL ATTRIBUTES: Students will compare and contrast food chains according to the world ecosystem in which they live. The food chain in each ecosystem will begin with a producer and continue through with consumers (man)

GRADE LEVEL: 4 **TIME:** Four weeks

MATERIALS:
Science books
World maps
Encyclopedias
Zoo speaker
Ohio Historical Society
Chart paper
Art Supplies
Book: **People**

PROCEDURES: Define omnivore, herbivore, and carnivore by making animal collages, viewing videos, looking at shapes of skulls, reading science book chapter, **National Geographic** . . .

Brainstorm the different kinds of ecosystems around the world, list and locate on the world map

Student will choose an ecosystem and write poetry, journal writing, facutal writing and illustrations

Student or group will choose one food chain within that ecosystem. Each food chain will be represented on chart paper to be presented to the rest of the class

Discuss how humans as the final link in the food chain differ in the foods that they eat because of their habitat. Example: a delicacy in one place might not be touched or be forbidden in another

EVALUATION/STUDENT RESPONSE:

Students will draw a food chain on chart paper which will include:

- an explanation of the food chain beginning with the sun and producers through each consumer
- classification of animals because of the food they eat
- background illustrations to depict the world ecosystems

LANDFORMS OF THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global Systems: Ecological	Diversity	Information Gathering
Geography	Awareness	Identifying Similarities/ Differences

RELATED CURRICULUM AREA(S): Social Studies, Science, Language Arts, Research Skills

OBJECTIVE/CRITICAL ATTRIBUTES: Students will define and identify the following landforms: tundra, coast, highlands, mountains, basin, plateau, plains and desert on each continent. Students will identify animals found on each continent and discuss the interdependence between the ecosystems.

GRADE LEVEL: 4 **TIME:** About a week

MATERIALS:
Social Studies book
Blank maps of the continents
Markers
Blank labels
Chart paper
World atlas
A to Z Geography
Set of encylopedia
Globe

PROCEDURES: Brainstorm land forms (what do they think a landform is)

Discuss definitions of specific landforms

Have students read sections in book on landforms. Talk about landforms that are all over the world

Students will be broken into small groups of two or three. Each group will be responsible for identifying all of the landforms on their assigned continent. They will write the name of a landform on the label and place it on the continent. They will label all landforms on the contient

Students will cut out the continent and place it on our world map

Students talk about the continents and compare them to each other

Students discuss longitude and latitude

EVALUATION/STUDENT RESPONSE:

After this, have each group to research the following information about the landforms on their assigned continent: specific name of area, country it is located in, size in square miles, and animals found in this area, and share information. Do all the deserts have the same wildlife? Discuss individual ecosystems and the interdependence of the animals on other animals. Teacher reads information and observes

VOLCANOES AND EARTHQUAKES

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Geography	Awareness	Information Gathering
Global History		Cause/Effect
		Predicting

RELATED CURRICULUM AREA(S): Science: identify the cause and effect of volcanic or earthquake activities on people, animals, or vegetation in the immediate site

OBJECTIVE/CRITICAL ATTRIBUTES:

Students will be able to classify volcanic mountains of the world

Explain how volcanoes are formed

Demonstrate an understanding of how earthquake activity is measured through the world

Students will use this information to show how volcano and earthquake activities effect the community around them

GRADE LEVEL: 4 **TIME:** Four weeks

MATERIALS:

Windows on Science - Pangea, volcano, earthquake
Magic School Bus: Journey to Center of Earth by Joanna Cole
Video "Volcanoes"
Super Science, October 1990
Relief maps of United States/World
Scholastic News: March 9, 1990
Science text

PROCEDURES:

- Introductions of volcanoes and earthquakes using **Windows on Science**
- Read Chapter in **Science Week** on earthquakes and volcanoes
- Read **Magic School Bus**

- Have students use collections of books on volcanoes and earthquakes to research one related term and record five important facts

- Construct a 3D illustration of terms researched and attached facts

- Read **Super Science**, October 1990 "How Much Shake Did He Make." Do activities 1, 2, 3

- On a world map locate the sites of major volcanoes and earthquakes of the past and present

EVALUATION/STUDENT RESPONSE:

Students 3D illustration is an accurate representation of terms

Discuss and chart how a volcanic eruption or earthquake effects the people, animals and vegetation surrounding the site

SYMBOLISM: DESIGN THROUGH UKRAINIAN PYSANKY EGGS

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Geography	Awareness	Information Gathering
Global History		Cause/Effect
		Predicting

RELATED CURRICULUM AREA(S): Art (Reduction relief printing)

OBJECTIVE/CRITICAL ATTRIBUTES: Students will examine traditional Ukrainian symbols. This will be the design motivation for a block print using a reduction method

GRADE LEVEL: 5 **TIME:** 70 minutes per week/8 weeks

MATERIALS: **Visual Resources:** Reckenha's Eggs by Patricia Polacco; poster available through Davis Publications; booklet on Pysanky symbolism from the Ukrainian Gift Shop, 2422 Central Avenue, NE, Minneapolis, MN 55418
Student Materials: E-Z cut printing material or linoleum; Lino-tools, bench hook, printing ink (water-based) . . . inking trays, paper, sketch paper, markers (5 colors, including black)

PROCEDURES: We will read **Reckenka's Eggs** and look at the poster "Can You Find Two Identical Eggs?" and discuss the traditional pagan symbols and look at their transformation into Christian symbols

Students will look at a real pysanky egg or a photograph and analyze the symbols used; examine and chart similarities and differences between these symbols and those of previously studied cultures. (geometric, organic, linear, meanings, colors, uses)

Students will do a number of explorative sketches in five colors. After deciding upon their final design, students will execute a reduction print. (This directly relates to the "Batiking" method of dyeing the Pysanky Eggs . . . begin with white, add next lightest color . . .)

EVALUATION/STUDENT RESPONSE:

Production of the limited edition print

- Successful completion of the process
- Successful design based on pysanky symbols

Students will briefly write about the symbols they used, the personal and traditional meanings. They will also choose someone else's print to write about . . . what the symbols mean to them. We will share these responses with one another

- Knowledge of traditional symbols
- Creative, personal use of symbols

RESEARCHING AND GATHERING INFORMATION ABOUT THE JAPANESES CULTURE (Past and Present)

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Geography	Awareness	Information Gathering
Global History		Cause/Effect
		Predicting

RELATED CURRICULUM AREA(S): This is to be a part of the larger unit: "Japanese-American Internment Camps"

OBJECTIVE/CRITICAL ATTRIBUTES: To practice research skills; to provide a knowledge base of information prior to beginning the larger unit; to immerse selves in theorectical and practical aspects of the Japanese culture; to be able to compare/contrast Japanese/ United States cultures; to apply the knowledge base in analytic, synethesis level, and evaluative ways

GRADE LEVEL: Gifted/5 **TIME:** About four weeks
Two 2-hour periods/per week

MATERIALS: Gathered resource books and journals and videoes, etc. from Columbus and Bexley Public Libraries and the District Resource Center

PROCEDURES: Pretest will be given covering the topic questions in #1. (A few questions will be related to attitudes)

Present topics for student research: the Japanese family; geography, population, regions, etc. of Japan; martial history; customs; religion(s); education; arts

Students (groups of 4) choose topics and work together, using a quantity of pre-selected books and journals and visual aids from the Bexley and Columbus Public Libraries. Librarians will help select books based on above topics and on these questions that will eventually be discussed and/or answered:

- How are the geographical regions of Japan similar to those of the United States
- In what ways are the Japanese dependent or independent of the world

- How does the family unit influence the individual members/the larger society/the nation's foreign policies
- Find information about the feudal system in Japan and trace the Samuri development from then to now
- How are sports/competition related to Japan's past
- Explain the educational system of Japan
- In what way(s) does Japan's educational system promote their country's beliefs/mores/goals

- Explain the pros and cons of the Japanese educational system
- What are the major religions of Japan
- Select two religions and discuss six or eight points
- How does life follow art in Japan and vica versa
- Explain what culture means
- Explain what customs means
- Discuss 10 or 12 Japanese customs

After researching, sharing materials and discussing information within their small groups, each group will present a written response to the questions they were previously given. These answers will be complete and will reflect the precision of language emphasized in PACE. Each group will self-edit and will present a finished product that reflects appropriate communication skills. These reports will, in effect, become concise consolidations of informational documents. They will be copied and be spiral-bound by the district. Each student will have a copy

Each student will read the bound document (time being provided in class). From this, they will generate questions that will be answered by the "experts" who wrote the various sections

EVALUATION/STUDENT RESPONSE:

Written reports will be precise and concise, using appropriate communication skills

Oral questioning will reflect upper levels of thinking (analysis, synthesis)

During discussions, passive and active attentiveness and participation will be noted by teacher

A post-test covering knowledge and attitudes will be given

NEWS TEAM

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global History	Awareness	Information Gathering
	Diversity	Questioning
		Sequencing

RELATED CURRICULUM AREA(S): Reading, Written Expression, Math, Spelling, Social Studies, Science, Health

OBJECTIVE/CRITICAL ATTRIBUTES: Students will become more aware of current events; locally, nationally and internationally

GRADE LEVEL: 5 **TIME:** One week per team

MATERIALS:
Newspaper
Radio
TV: CNN, weather, news magazines
Weekly publications
Interviews

PROCEDURES: Assign parts to students one week in advance -- Example: anchor, sports, weather, entertainment, local, national international, special feature (hobbies, stamps, other interests of students) commercials

Each presenter has at least one coach who will assist in gathering information, organizing material, and listening for clarity, volume, presence, etc.

Allow one or two thirty-minute sessions in class for practice. Outside work may be necessary. A dress rehearsal will be held on Thursday afternoon or Friday morning. Actual presentation will be held at the end of the day (approx. 20 minutes). This will be presented in front of other classes of the same grade, but there could variations

EVALUATION/STUDENT RESPONSE:

Video tape
Coaches critique
Teacher observations
Optional--News Team make up a 10-question quiz (can be used or not used by teacher)

TAKING STOCK IN YOUR MARKET

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global Systems: Economic	Awareness Persistence Tolerance for Ambiguity	Information Gathering Evaluation Observation Inferences

RELATED CURRICULUM AREA(S): (Primary) Math, Language Arts, Social Studies, Reading

OBJECTIVE/CRITICAL ATTRIBUTES: Students will be able to read and interpret newspaper stock reports, change stock quotes into dollars and cents, convert fractions to decimals, gather and present information about international industries, products and markets

GRADE LEVEL: 5 **TIME:** Six weeks

MATERIALS:
- **Columbus Dispatch** (One paper per 5-6 students/ 4 days/week for six weeks)
- "Stock Market" - Resource Center - 322.6 Simulation with Teacher's Guide and student work booklets and software
- World Map
- Annual stock Reports
- Stock Broker
- Calculator

PROCEDURES: Introduction - stocks are an application of fractions. Definition of terms - stock, broker, commission, interest, dividend, profit, loss, high, low, income, numerator, denominator, place valve, profit/earning ratio

Learn to read the stock page ("Stock Market" activity)

Convert closing price to decimal (fractions to decimal)

Read "Stock Broker" in "Stock Market," - invite a guest speaker

Students will choose three companies to follow for six weeks. One company must be international. Students will each begin with $5000 and may invest as they choose. They may buy or sell stock (pay commission), or invest in the bank at 5 percent simple interest, however, they must follow their original three stocks for the entire six weeks (to see patterns)

Four days each week, (Tuesday-Friday), students check the prices of their stocks and log the results (sponge). Graph results of one company, one time each week (total 6 times)

Distribute company addresses. Each student will write a business letter to their international company, asking for an annual report, samples of products, product information, markets, market, plant locations, and international aspects of their company

Students will organize their information and present an oral/written report to the class. Plot plant locations on world map. Connect global ties

EVALUATION/STUDENT RESPONSE:

Area Evaluations

Math-fractions conversion quiz on eights to decimals Check (teacher) check log books weekly

Vocabulary Math - Definitions quiz

Written expression evaluation on letters

Spelling - Written expression evaluation on reports oral/written

Math - Graphs and pattern check; Greatest gain - calculator

Student will self-evaluate through paragraph writing

Teacher will observe and check task

A DAY IN THE LIFE OF SEYMOUR SOMEDAY

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Systems: Economic	Awareness	Identifying Similarities/ Differences

RELATED CURRICULUM AREA(S): Written Expression, Geograhy, Reading, Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES: The students will become more aware of global ties and interdependence. The students will locate and identify various countries around the world

GRADE LEVEL: 5 **TIME:** Two weeks

MATERIALS: World Map
"A Day in the Life of Seymour Someday"
"An Enlightened Day in the Life of Seymour Someday" by Robert B. Woyack
The Global Connection: A Series of Lessons Developed for Mid-Ohio Middle School Students published by the Mershon Center, OSU, 1981

PROCEDURES: Read "A Day in the Life of Seymour Someday" - Discuss/reinforce as a typical day. Discuss possible interdependence/global ties (not in depth). Note similarities/differences between Seymour Someday and the typical student

Each day have students read one paragraph in pairs "A Day in Life . . ." and corresponding paragraphs in "Enlightened Day . . ."

Students will locate and identify the various countries on a wall map

Discuss global ties and interrelatedness. Discuss what would happen if there were **no** global ties

Have each student investigate the origin of at least five products found at home

Creative Writing: each student will write a personal "Day in the Life of _____" and "An Enlightened Day . . . _____." Share orally in class and share with parents

EVALUATION/STUDENT RESPONSE: Teacher will observe student (active and passive) participation and involvement and quality of responses

Creative writing will be evaluated according to content. It will also be evaluated according to content knowledge, written expression, organization

INTRODUCING UNIT ON A COUNTRY (CHINA/JAPAN, USSR, EUROPE MIDDLE EAST) [This plan is for beginning and introducing a unit on Egypt and Middle East]

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Human Values/ Cultures	Awareness	Brainstorming
Geography	Diversity	Questioning
	Perspective	Information Gathering
		Inferences

RELATED CURRICULUM AREA(S): Social Studies, Geography, Science, Language Arts

OBJECTIVE/CRITICAL ATTRIBUTES: The student will be immersed in the culture or the country you are beginning

GRADE LEVEL: 6 **TIME:** All day

MATERIALS:
- Desks or tables arranged like aisles in airplane
- Boarding pass
- Snacks to eat on "plane" to go with countries (dates, grapes, fruit, juice, fish, etc.)
- Video or movie travel guide for Egypt or Middle East
- Several learning activities centers that students will do by rotating (making cartouches, scarabs, a life size mummy;, pyramids, etc.)
- Read aloud book (Blossom Culp, Egypt game, etc.)
- David McCauley's video/book on pyramids
- VCR monitor
- Collection of books on Middle East
- Map

PROCEDURES: Have room ready before students arrive in morning

Meet them at door and pass out boarding passes for AIR EGYPT

Seat students, prepare for take-off, then begin video on Egypt

Serve food from country for inflight snack

Using map after video ask geography questions about the country "What do people probably do for living, what areas do the people live in, who would they trade with, etc.

Brainstorm things they already know about country and web them

Go back to room setup and begin read aloud

Spend the second half of the day rotating in learning centers that would already be set up

EVALUATION/STUDENT RESPONSE:

Class discussion
Evaluation of learning centers
Discussion on geography of country

BIOMES/WORLD REGIONS

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Geography	Diversity	Information Gathering
Global Issues/ Problems: Environmental	Awareness	Inferences
		Predicting
		Evaluation

RELATED CURRICULUM AREA(S): Science, Social Studies, Writing

OBJECTIVE/CRITICAL ATTRIBUTES: The students will gain an understanding of world regions and how regions determine way of life; they will also gain knowledge of ecological problems in the biomes

GRADE LEVEL: 6 **TIME:** Five to seven days

MATERIALS:
Atlases
Research books
Science book
Magazines
Markers
Construction paper

PROCEDURES: Introduce or have the class discover the world biomes (deserts, decidous forests, coniferous forest, rain forests, grasslands, tundra)

Use videos or other audio visuals to discuss each biome and what you might find there

After drawing upon knowledge of students and discovery, talk about what is in an area that determines way of life, how people can make a living, etc.

Spend several class periods having students gaining knowledge of material

Divide them into groups and have them discover environment problems unique to area and how problems effect each biome

Students by groups will develop a group presentation of some sort about the information they discovered

EVALUATION/STUDENT RESPONSE:

Discussion

Group Project

After webbing with the kids they will see that there are several themes which flow through each biome and cultures, but how environment determined a lifestyle

Common themes:
- ways people make a living
- plant/animal life
- things people make and use
- homes people live in
- how history affects future

You can also discuss the connection between problems in each biome and how an imbalance in one biome diretly and indirectly effects the other biomes

WEB

Biomes World Region

Tundra
- land clearing, homes, locate on map

Grasslands
- hunting, animal plant extinction, drought, animals, homes, locate on map, moving civilization

Decidious Forests
- identify trees and discuss how they are used internationally; locate on map, animals

Deserts
- homes, plants animals, survival techniques, locate on map

Conservation Forest
- acid rain, homes, locate on map, identify types of trees and how people use them

Rainforests
- locate on map imbalance in nature, homes, clearing for land

COURAGE OF CHILDREN ACROSS DIFFERENT CULTURES

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Human Values/ Cultures	Awareness	Information Gathering
Global Systems: Social	Valuing	Identifying Similarities Differences
	Diversity	Observation
	Perspective	

RELATED CURRICULUM AREA(S): Language Arts, Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES: The students will learn through literature that children of all cultures have universal struggles and that children are children world-wide

GRADE LEVEL: 6 **TIME:** Four to six weeks

MATERIALS: Trade books
Multiple copies of individual copies of books:
- **Call It Courage**
- **The Black Pearl**
- **Julie of THe Wolves**
- **Island of the Blue Dolphins**
- **The Diary of Anne Frank**
- **The Summer of My German Soldier** and other books involving children from other countries

PROCEDURES: The students may pick books or you may want to assign them considering reading levels of the students

Set aside time each day for silent reading and journaling

Conference with the students

Have weekly writing assignments comparing/contrasting main character and American children

Locate the countries on a large map to try in geography

Do research for the following: how children dress, eat, what they use for transportaiton, etc.

Have the students develop and complete final projects such as: story, maps, extension stories, picture books, puppet play to share with younger students, felt board storytelling, a diary written by a character diorama

EVALUATION/STUDENT RESPONSE:

Journals
Conferencing
Writing assignments
Final project

REFUGEES

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global History	Diversity	Information Gathering
	Awarness	
	Perspective	Inferences
	Valuing	Cause/Effect

RELATED CURRICULUM AREA(S): Geography, Vocabulary, Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES: The students will understand what a refugee is; identify groups of refugees; and develop an understanding why people become refugees and the problems refugees have

GRADE LEVEL: 6 **TIME:** One period

MATERIALS:

5 cards with a name of a group of refugees on each card
World map or atlas for each group
Worksheet for each group

PROCEDURES: Ask students what an immigrant is and discuss regfugees as special group of immigrants

Divide class into five groups, make sure they have maps, atlases, etc.: pilgrims, Iranians, SE Asians, Vietnam War Protesters; Soviet Jews; or substitute these with other groups as you see fit

Give each group sheet with questions like name of group, where are they from, location on map, why did they leave, where did they go

Bring class together to share ideas like how were groups treated in their homes, what did they expect to find in new country, how were they treated in new country and discuss emotions that go along with being displaced

EVALUATION/STUDENT RESPONSE:

Discussion

Evaluation of group work

FLAG QUILT

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global History	Diversity Awarness	Information Gathering Observation

RELATED CURRICULUM AREA(S): Social Studies, Geography

OBJECTIVE/CRITICAL ATTRIBUTES: The students will learn about and locate countries in a specific area (Europe, Middle East) not for unit on China and Soviet Union

GRADE LEVEL: 6 **TIME:** Four 45-minute periods

MATERIALS:
Large Mural Paper
Construction paper of various colors
Blank heavy paper to serve as pattern so all flags are the same size
Scissors
Glue
Resource books
Large room map of area
Atlases/maps

PROCEDURES: When introducing Middle East and Europe assign a country to each child of small groups

Spend a class period letting them investigate the country considering language, economy, religion, products, population, etc.

Each student will produce a flag for the country with key information on the back of the flag

When they share their country they will locate it on a map for the rest of the class and then place the flag on large mural paper to create the flag quilt

EVALUATION/STUDENT RESPONSE:

Flag student makes and information on back

Locating country on large wall map

Sharing of information

OUR INTERNATIONAL GREAT LAKES

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global Systems:	Awareness	Information Gathering
Technological		Identify Similarities/ Differences
Economic		Cause/Effect
Political		Evaluation

RELATED CURRICULUM AREA(S): Science, Math, Social Studies, Geography, Health

OBJECTIVE/CRITICAL ATTRIBUTES: This unit is designed to not only show the importance of the Great Lakes as a water source, but their affect on industry, culture, legislation and international trade

GRADE LEVEL: 8 **TIME:** Two weeks

MATERIALS: Activities from **The Great Lakes in My World**

Recent data collected from agencies such as Ohio Environmental Protection Agency and the Ohio Department of Natural Resources, on pollution levels, foreign trade, etc.

Video on **"The Great Lakes"** from Hawk Hill

Materials and activities from Sea Grant

PROCEDURES: After finishing a unit on erosion and Glaciology and having a basis of how the Great Lakes were formed, this idea can begin:

- Students will study and compare general information on each individual lake. i.e, depth, size, temperatures
- Students will discuss why population centers of Canada and United States of America are located at or near the lakes
- Students will discuss aspects of the Clean Air Act and their affect on lake chemistry
- Students will be able to analylze advantages and disadvantages of an International Great Lakes

- Students will participate on a Simulation dealing with divergence of water from the Great Lakes to the desert Southwest. From this they should be able to appreciate that it is not our resource to give or take

EVALUATION/STUDENT RESPONSE:

Students should know the names of the five Great Lakes, their general size and where they are located on a map

Students will be able to tell how population of this area has changed since the start of colonization

Students should be able to name aspects of the Clean Air Act

Students will name several trade items, both Canadian and American, that are done on the lakes

Students will be able to list advantages and disadvantages of international trade on the lakes

THE EXCHANGE STUDENT: A Simulation

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Systems: Social	Awareness Diversity	Cooperation Information Gathering Inferences Identify Similarities/ Differences

RELATED CURRICULUM AREA(S): Geography, Social Studies, Language Arts

OBJECTIVE/CRITICAL ATTRIBUTES: To allow students to actively participate in a simulation where they compare and contrast French culture and educational system to the American one in order to gain meaningful insight; to comprehend the life of the French teenager; to have students work in cooperative groups in order to direct their own learning and learn group skills

GRADE LEVEL: 3rd/4th French **TIME:** One week

MATERIALS: Culture grams
Rencontres Cultrels
Name tags
Props: costumes, table, chairs, place settings

PROCEDURES: Through guided role-play in French students will be able to portray their characterizations in order to experience life as a French life in a typical French family in order to develop understanding

Students will be assigned to cooperative groups

Students will be assigned roles in a simulation

Students wil research the cultural packet they receive in order to present their simulation in a culturally accurate portrayal

Students will write a script of their presentation based on the roles and summaries of characters they receive

Students will prepare their roles

There will be two to three cooperative groups per class and each group will present this simulation to the other groups. Students will have developed their own roles

EVALUATION/STUDENT RESPONSE: Students will be able to create a script in cooperating accurate French language gestures and cultural expression. Students will be evaluated on their oral portrayals in terms of grammatical and cultural accuracy. Students will be evaluated on the written script they create. Students will be evaluated on their cooperative effort in terms of group work. Students should have gained insight into the French educational and family systems

LUC GOES TO LA? A French AP Simulation

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Human Values/ Culture	Perspective	Identifying Similarities/ Difficulties
Language	Awareness	Evaluation
Global Systems: Social	Persistence	Inferences
	Flexibility	Information Gathering

RELATED CURRICULUM AREA(S): Geography, Social Studies, Language Arts

OBJECTIVE/CRITICAL ATTRIBUTES: The student will gain greater understanding of the make-up of a French family; how the members interact, what is important for a young French person to do with their life. The student will also become comfortable in using French orally by being given an identity and issue as a basis for conversation

GRADE LEVEL: High School Upper Level French **TIME:** Three days

MATERIALS: Text: **Recontres Culturels**
Maps
Dictionary (French/English)
Props
Hand-outs ("role" books and simulation information)

PROCEDURES: Day One: Read and discuss cross-cultural issues in **Rencontes Culturels**; read a culturegram on France; Simulation explanation; students research their roles; do vocabulary research

Day Two: The Simulation: all students in the class (number is flexible - could be 9-14) will take on the role of a family member or friend (some of these friends are from other French-speaking countries) of a French student who has just completed high school. He wants to study medicine at UCLA. The issue?: should he be permitted/encouraged to do this. Family members and friends discuss this, each given their own attitude toward American, higher learning, travel, etc. and their own set of prejudices

The simulation exercises is divided into three parts:

-Grandparents's dinner table: the subject comes up
-Debate continues Friday afternoon at a nearby cafe
-A decision/compromise (simulation concluded) on a picnic in the Bois de Boulogne in Paris

Day Three: de-briefing: follow-up, evaluation and student expression of responses

These settings offer an opportunity to immerse the simulation in French culture

EVALUATION/STUDENT RESPONSE: The student will express themselves orally in French

The student will have a greater perspective of the role and influence of American in/on a European culture

The student will be able to compare what he wants to do after high school with what Luc's family wanted for him

The student will be able to express feelings he had during simulation (de-briefing)

Student will have learned new vocabulary

STATELESS PEOPLES OF THE WORLD

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Geography	Awareness	Evaluation
Global History	Perspective	Information Gathering
Global Issues		

RELATED CURRICULUM AREA(S): History, Geography

OBJECTIVE/CRITICAL ATTRIBUTES: Know about issue and move beyond division of world into states; know about at least three stateless groups

GRADE LEVEL: 11-12 **TIME:** One day class time

MATERIALS: Library materials

PROCEDURES: Inquiry lesson that leads to definitions of terms (e.g., state, nation, stateless, ethnic group)

Identification of some stateless groups and discussion of some possible library sources

Individual research to produce:
- fact sheet, map, visual images which can be reduced to informational poster proportions
- a letter from a member of this group to an American telling them how they see themselves within the state they are in and why or why not they want their own (letter will be attached to poster bottom)

Students will pick two groups done by other students and write two one-page reactions to what they have learned about these groups from the posters and letters

EVALUATION/STUDENT RESPONSE:

Reports, posters and reactions are graded

Students view posters on display in hall

Students understand the situation of statelessness in the world today

WHO'S THE ENEMY

An international education unit with its basis being Henrick Ibsen's **An Enemy of the People**

INSTRUCTIONAL COMPONENT:

Knowledge	**Attitudes**	**Skills**
Global Issues	Perspective	Information
Problems:	Awareness	Gathering
Environment	Flexibility	Problem Solving
	Persistence	Inferences

RELATED CURRICULUM AREA(S): Environmental Studies, Geography, History (touches on Allied and Fine Arts)

OBJECTIVE/CRITICAL ATTRIBUTES: To read and understand, discuss and comment on Ibsens' play; to recognize the complexities that exist in any problem situation; to recognize how personal choices affect the overall human condition; to become aware of how leadership behaviors affect a group; to determine some ideals for leaders to identify specific environmental pollution problems; to prepare a personal approach to enviornmental pollution

GRADE LEVEL: 10 **TIME:** Three weeks

MATERIALS:
- Text: **Enemy of the People**
- A copy of text in Norwegian
- A tape of language
- Maps (world)
- Newspapers
- Magazines (news)
- Posters and collages and pictures (even tapes) bringing Norwegian, even Scandinavian, artists, musicians, writers, etc. to class visually

PROCEDURES: Students begin with a pre-"test" of awareness of Norwegian culture, importance of making responsible choices, leaders with discussion

Students present mini-reports orally on particular areas to be touched in study (e.g.: Ibsen, Norway, besides statistics, Scandinavian baths and spas, vacation preferences, recreation, law and order, 19th century medicine, music, arts, etc.)

Students read the play--act out scenes and view scenes done professionally on video tape

Students choose a character from play and keep journal in this character's viewpoint--they relate events in the news, world-wide, to this character

Students recognize conflict in drama and relate it to conflicts in current events. (e.g., rain forest, oil spells, etc.); the personal and local versus world well-being

Students act out scenes from current related conflicts in the news in character (simulations) [pop quizzes encourage reading (as necessary)]

Students recognize protagonist and compare and contrast him with contemporary leaders

EVALUATION/STUDENT RESPONSE:

Students reach beyond textbook in all areas and are required to turn in annotated bibliograhies of sources

Students take a post "test" to measure growth in awareness of global issues as well as work of literature

Students prepare written responses as well as discussions and impromptu writings

Students relate study to their lives personally; hopefully coming to some personal action, even if minimal--(e.g., dedication to recycle their own wastes)

Students discuss and list for future reference ideal qualities of a "good" leader

The simulation, in effect, will increase awareness of complexities involved in problem situations and the importance of a good leader

THREE MILE ISLAND AND CHERNOBYL: ASKING THE RIGHT QUESTIONS

INSTRUCTIONAL COMPONENT:

Knowledge	Attitudes	Skills
Global Systems:	Perspective	Identifying
Technological	Awareness	Similarities/
Political	Diversity	Difficulties

RELATED CURRICULUM AREA(S): Science, Social Studies, (Nuclear energy unit STS or Physics)

OBJECTIVE/CRITICAL ATTRIBUTES: Compare and contrast nuclear reactor designs in United States, USSR, and other countries; analyze results of the investigation of Three Mile Island and Chernobyl; examine world attitudes toward nuclear power

GRADE LEVEL: 9-12 **TIME:** Five days

MATERIALS:
- "Return to Chernobyl" NOVA videotape
- Diagrams of nuclear reactor designs
- Maps of Three Mile Island and Chernobyl area; Map of Eastern USA and Cental USSR
- Library Materials: periodicals, book that can give information about world attitudes toward nuclear power

PROCEDURES: Students will study and compare the various nuclear reactor designs used in the United States and Russia using scale diagrams. Discuss cooling systems moderator, fuel rod, emergency system

Students will view the video tape **Return to Chernobyl** and discuss the cause, emergency action plan, cleanup, and consequences of the explosion at the Chernobyl nuclear power plant

Students will read and discuss the accident at Three Mile Island

Students will use maps to examine the areas around Three Mile Island

Students will use maps to examine the areas around Three Mile Island and Chernobyl - examine radiation fallout zones

Students will use library resources to analyze world attitude concerning nuclear power. Students will work in groups of two. Each group will be assigned a single country. The group will present a short oral and written summary of their research

EVALUATION/STUDENT RESPONSE:

Students should name and describe the important parts of the various nuclear reactors used in the USA and USSR. Students should explain why each country chose the designs they use

Students should compare and contrast the accidents at Three Mile Island and Chernobyl in written or oral discussion

Students should use a map to describe areas affected by Three Mile Island and Chernobyl accidents

Students should use library resources to summarize the public and government opinion of an assigned country

Students should be able to work in groups cooperatively to present and discuss ideas developed in the unit